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ABSTRACT

The guide is designed to assist administrators and teachers at the school site level in planning and carrying out evaluation of their gifted programs. After an overview, the importance of instructional objectives is discussed, including the components of measurable performance objectives. The selection of educational activities is explored and criteria for assessing the qualitative difference of the activities is outlined. The use of measurement instruments and sources of evaluation data are presented. Various types of tests, such as teacher-made tests, department, school, or district-wide tests, and norm-referenced tests, are defined. Problems and methods of measuring attitudes and self concept are explored. The use of the written plan (the format for stating the objectives, activities, and evaluation of the program) is explained. Appended are a list of sources of information, a partial list of measurable factors available in most school settings, performance objectives for the 1975-6 program, a sample of the written plan, a sample evaluation of the written plan, and sample evaluation instruments. (PHK)

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STRATEGIES FOR SITE EVALUATION OF GIFTED PROGRAMS

Prepared by
Evaluation Services Department

San Diego City Schools
San Diego, California
April 1976

Unedited

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Dr. Stephen Isaac

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM.

EC114844

Foreword

This small guide has been written to assist administrators and teachers at the school site level in planning and carrying out evaluation strategies of their gifted programs. Several assumptions are made in these pages which should be explained here.

The first of these is that evaluation is basically a straight-forward process which has a simple, logical rationale at its heart. Although procedures at some levels of evaluation are highly complex and results often require more lengthy and sophisticated statistical interpretation, still the methodology in all cases must be based solidly on practicality and common sense--qualities in no way possessed exclusively by professional evaluators alone.

Secondly, there is the hope that the potential evaluator who reads this handbook will gain the insight that evaluation is one of the basic, vital links in the educational process. Every good teacher owes much of his or her success to an intuitive ability to evaluate the instructional content and methods of his program as well as the progress of his students toward the goals and objectives which he desires them to achieve. In order to answer the complex psychological question of how a child learns, we must first address the more basic question, has he learned and to what degree? Evaluation and its methodology merely seek to define the process of learning more clearly, make education more visible and communicate its results to more people.

Finally, we in San Diego face a very practical challenge: As the percentage of State participation in the funding of our gifted program increases, the need to document objective support of the gifted program becomes growingly important. As the program becomes more decentralized and sites are given increasing independence in program planning and implementation, the need to have comprehensive and accurate evaluation information on hand at the school sites likewise becomes crucial. The final section of this guide deals with the preparation of the site written plan and the requirements of a State audit.

Stephen Isaac, Director
Evaluation Services Department

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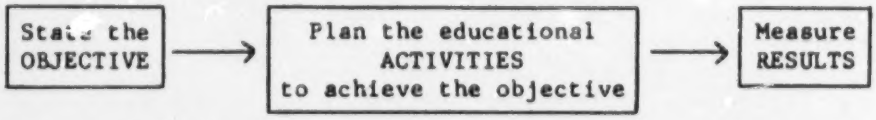
INTRODUCTION

The accountability model in education is here to stay because legislators, parents, teachers, community leaders and administrators are calling for reliable evidence that programs are either working well or are in need of revision. But accountability is not and should not be perceived primarily as a threat to those responsible for educational programs. The purpose of evaluation should never be to assign blame, but rather to improve programs.

The process begins by observing where we are in terms of where we would like to be. To do this, the program must be made visible and described in terms that others will understand, in terms that are communicative and commonly accepted. This becomes especially important in areas such as gifted education, where the emphasis is on groups of students whose academic ability cannot be described readily in terms of conventional educational measures. Furthermore, the more innovative nature of the program for gifted students cannot be easily defined in measurable terms. <u>But the program and its hoped-for and achieved results must nevertheless be communicated</u>. This becomes the task and purpose of evaluation in gifted education.

THE EVALUATION PROCESS IN A NUTSHELL

Though educational evaluation is often a complex process involving many factors and at times advanced statistical procedures, at its heart lies a simple three-step sequence:



In other words, decide <u>what</u> it is you want to accomplish. Then determine <u>how</u> it will be accomplished. Then find out if you succeeded. Achieving these three steps is what makes your instructional program visible.

Too often a mystique has grown up around evaluation with the implication that what is involved is a highly esoteric rite reserved only for a small band of the initiated. When evaluation loses sight of the simplicity of its underlying logic, it ceases to be practical because it can no longer <u>communicate</u>. And in so doing it negates its own purpose.

STATING THE OBJECTIVE

The correct and careful statement of instructional objectives for gifted programs is not merely an empty exercise done for the sole purpose of meeting a legal requirement. It is a necessary first step in making your gifted program visible to the community and communicating its intentions. Well-stated program objectives can serve a number of important purposes:

(1) They enable the teacher to structure his or her own thinking regarding the aspects of the gifted program which will be qualitatively different; they define standards of performance which are reasonable to expect of gifted students.

(2) They clarify instructional procedures and form the basis for evaluating whether or not expectations have been met.

(3) They communicate to the student what level of performance is expected of him.

(4) They communicate to the larger community (students, other teachers, local and state administrators, parents) how your program is qualitatively different for the gifted.

Perhaps the most common misunderstanding in writing instructional objectives is the lack of distinction often made between an objective and a statement of goals. Educational GOALS tend to be general and timeless statements and refer to the overall direction of an educational program. Since they are stated in general terms and do not elaborate standards or criteria, they can only be evaluated subjectively by global impressions or opinions. That is, they do not tell us what, specifically, to look for as clear evidence that achievement has been reached. They are often written in complete sentences or begin with the infinitive form of a verb. Goals for instructional programs for the gifted might include such examples as these:

....Gifted students will attain mastery in the basic skills by means of an instructional program that is individualized in nature and geared to the interests and special talents of the child.

....To provide sixth grade gifted students with the opportunity to use algebra skills in solving more complex thought problems.

....Gifted students will gain an increased self-awareness and heightened self-concept.

....To insure that the gifted student is proficient in essay writing at the end of his sophmore year in English.

....The instructional program will provide gifted cluster students with the opportunity to learn to locate and utilize resource and reference materials as an aid in developing study skills in research and report writing.

To make the evaluation process concrete, the goals must be spelled out in terms of specific and measurable performance OBJECTIVES. Objectives serve goals; they specify both the behavioral change to be observed and the standards set for acceptable performance. A number of people have found a simple ABCD* rule useful in writing objectives to insure that the necessary elements are present in the objective so that it can be evaluated. These components are:

Audience---a specification of the group of participants (e.g. "all seminar students", "80% of all participating cluster students, etc.)

Behavior---a description of what the learner is intended to learn or the tasks he should perform.

Conditions-a description of circumstances or givens (e.g. time frame or general setting) provided to the learner when demonstrating exit behavior. (This is often the first component of the objective.)

Degree-----a definition of what constitutes a "passing" level on the behavior as well as a list of the criteria themselves, if appropriate or necessary.

Examples (with specific components labeled):

Objective	Component
1. By June 1, 1976	C
each gifted cluster student	A
will be able to locate teacher-selected words in the dictionary and be able to demonstrate increased knowledge in the following dictionary skill areas: alphabetical ordering purpose of guide words understanding definitions	B
with 80% accuracy.	D

* E (evaluation design), an added component to this formula, can be specified in the objective itself, but is often described separately in a column under its own heading.

Objective	Component
2. By June 1976	C
each participant in the gifted program	A
will show evidence of mastery of the basic skills	B
as determined by norm-referenced standardized tests to be administered in May of 1976.	E
(Mastery is defined as two years above grade level.)	D
3. By the end of the academic year	C
80% of participating seminar students	A
will demonstrate behavioral progress	B
as evidenced by a 10% gain in mean score	D
on each item of a teacher-developed attitudinal checklist utilizing a 5-point scale and administered on a pre-post basis.	E

This ABCD(E) rule is meant as a guideline, not a hard-and-fast rule. Occasionally you will encounter perfectly acceptable objectives which do not include each component according to the strict format referred to above. An example:

> 100% of all Independent Study students will identify areas for self-initiated study, design individual objectives for themselves, work under the guidance of a teacher and evaluate their progress with respect to their objectives.

Note that this objective nevertheless includes two important points:

1. the specific nature of the performance required--what exactly has to be done by the student (i.e. they must select topics, write objectives and evaluate them);
2. the criterion of successful performance--how well it has to be done (in this case the successful performance is merely that the tasks specified must be completed by each participant).

Now, consider this sample "objective" written for grade three gifted students:

Grade three cluster students will gain a good understanding and appreciation of the early history of San Diego.

In terms of the two characteristics just mentioned, is this an acceptable objective?

YES ☐
NO ☐

If you marked NO you may register a smile of satisfaction. The statement is headed in the right direction, but it is not yet written in performance terms. We have a picture of the what--knowledge of San Diego history--but we lack information about what has to be done by the student to demonstrate this. Furthermore, missing altogether is a satisfactory statement of the criteria for success. The expression "good understanding and appreciation" is not particularly helpful since it is open to many interpretations. To improve the objective statements of what the student must do, and how well, specific criteria are needed.

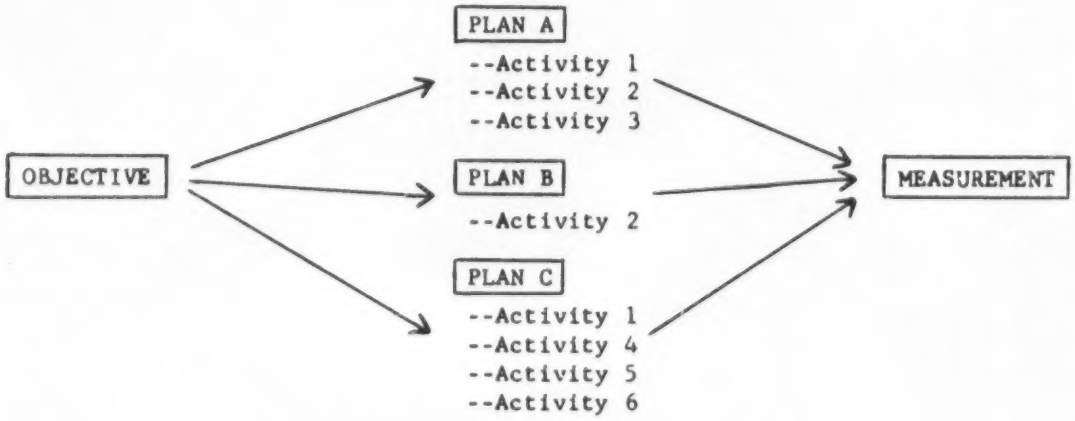
One last word about writing objectives. At this point in the evaluation of gifted programs, objectives should serve as a framework for evaluation and program planning, not a straightjacket. No one will eliminate your program (or even chastise it) if overly ambitious objectives are not met, so don't be afraid to experiment in setting high standards of performance. Especially in programs for gifted students, where innovation is the norm and high ability the rule, it is a far greater error to expect too little than too much. For the first year or so it might be hard to express expectations of student performance in statement form, expecially in terms of percentages. During this period of time you will essentially be collecting <u>baseline</u> data which can help you set more realistic standards in the future. Don't hesitate to be daring!

PLANNING THE EDUCATIONAL ACTIVITIES TO ACHIEVE THE OBJECTIVE

The second step of the three in the evaluation sequence offers considerable choice and variety--deciding upon the means to the end. It opens the door to the teacher's creativity and ingenuity, on the one hand, and his or her common sense and practicality, on the other.

As there are "many roads to Rome" there are many ways to achieve an objective, depending on the characteristics of students, teachers, educational resources, and the learning environment.

Graphically, achieving an objective might look like this:



Any of the three plans, each with its own unique set of activities, may be used to achieve the objective. The many possibilities in this process of selecting teaching/learning activities is where flexibility, variety and creativity enter the picture.

Whatever instructional plan is chosen, its effectiveness depends on how well it, through its activities, moves students toward meeting the stated objectives. As problems are encountered and solved, changes are made to avoid failure and approach success. Making changes after encountering problems is a result of feedback. In most schools this feedback system is informal and relies on the observational skills and insight of the teacher to recognize what is working and what is not. However, since even experienced impressions can be misleading, evaluation feedback should be based on objective indicators whenever practical. Objective indicators include classroom achievement measure, standardized test scores, school records, reports by trained observers, and other performance data which is discussed in greater detail in the next section.

Properly, planning educational activities is a curriculum-oriented step and will not be pursued exhaustively here. Evaluation, however, is completed when several activity plans, aimed at a common set of activities, allow for a comparison of results to establish which plan is more effective.

The State has made the added stipulation that gifted program activities not only refer back to explicated objectives, but that the activities themselves be qualitatively different from the type and level of activities available to other youngsters. Although the State has been indefinite in specifying exactly what makes one activity qualitatively different from another, the San Diego gifted program has formulated some of its own guidelines.

Definition of "Qualitatively Different"

Using the gifted as the nucleus, an activity may be considered as qualitatively different if one (or more) of the following conditions is met:

1. Materials are used which are designed specifically for or are appropriate exclusively for the gifted;

2. Resource personnel are used in enrichment activities not regularly a part of the prescribed program;

3. The activity is not a part of the regular advanced curriculum prescribed for that grade level, i.e. it must be separate and apart from advanced courses or activities;

4. The activity involves treatment of materials in an intensive or indepth manner;

5. The activity requires independent study research outside of the scheduled class requirements;

6. The activity is accelerated or self-pacing over and above the regular class level;

7. The activity involves unusual props or activities not utilized in presenting a similar experience in the regular program (special dramas, slides, films, etc.); or

8. It is a pull-out activity involving the gifted only (e.g. field trips or special speakers).

MEASURING THE RESULTS

This brings us to the most problematical step in evaluating the gifted program. Usually district-wide or state evaluations concentrate on the product or final outcome results of the program which become evident at the end of the school year. This is because evaluators at these levels are often too far removed from the classroom or the resources are too limited to permit comprehensive classroom monitoring. Gifted program evaluations at the school often have the advantage of being closer to the process of instruction. This means that continual feedback collected systematically at the site can be used to improve the program as it progresses and needs become clarified.

Measurement instruments for gifted programs are few and hard to come by. There is not (nor will there probably ever be) a single instrument which will determine the success or failure of any educational program. This is especially true for gifted education due to the nature of gifted students and the program designed for their special interests and ability. The purpose of most measurement devices (norm-referenced standardized tests in particular) is to spread out the population of respondents along a continuum from high to low and then identify and make general descriptive statements about the average (mean) or representative (median) student. This is much more appropriate for a population which includes the extremes of high and low as well as the characteristic preponderance of scores at or near the middle. Such populations define a normal distribution.

Gifted students represent a completely different situation. Identification is made on the basis of differences of gifted students from other students. The gifted represent only the top portion of the ability spectrum and are not spread out like the general population. Therefore, attempts to find differences among them using standard measurement instruments are often doomed to failure.

Another characteristic of "non-normal" populations complicates the matter even further. This is a statistical phenomenon known as regression toward the mean. Perhaps an analogy will help to illustrate this term. Imagine, for example, that you are a high jumper trying out for the track team. On the day of the try-outs you are fortunate to register one of the best jumps of your career, and you are put on the team on the basis of this one jump alone. The coach is disappointed when in subsequent track meets your performance many times fails to equal this initial trial jump.

A similar situation occurs with groups of gifted students. Identification and placement into a gifted program is often on the basis of the IQ test alone, usually administered on a one-time basis. When you look at achievement data (standardized test scores) of gifted students, the percentile rank scores obtained are invariably lower than the percentile scores on the Binet (98 or above) which originally were the basis for identifying these youngsters. This often leads to the unjustified conclusion that the gifted program has been a failure. For the same reason, gifted students as often as not score lower on a post-test of a standardized instrument than they did on the pre-test! Regression toward the mean is a normal, statistically predictable phenomenon which must be taken into account when planning an evaluation design or interpreting evaluative results.

GENERAL SOURCES OF EVALUATION DATA

When you want to know how your gifted program is succeeding, where do you go--and whom do you ask--to find out?

The most obvious answer is to start with the students themselves. What do they think of the program, what suggestions do they have, what don't they like about the program? If their activities are qualitatively different, does their output in terms of identifiable products reflect this? Often a simple log of products (creative writing, art work, research projects, etc.) and activities (leadership positions held, types of extracurricular involvement) with a short description of each provides a worthwhile means of describing what is happening in the gifted program.

Another area is academic achievement. Standardized tests (as explained above) are often limited, but they can provide some important information and should be included in any comprehensive evaluation. Standardized norm-referenced tests are a better indicator of weaknesses of a program than strengths. For example, evidence that gifted students are scoring on the average below or even only slightly above grade level in any of the basic skills areas is a good indication that the program could be weak in a particular area. See the section below for a summary of types of tests commonly used to measure achievement.

Most programs for the gifted have an interest in the student's self-concept and behavioral progress in other affective areas. Is the program meeting the youngster's emotional as well as his academic needs? The section below describes some of the common assessment techniques in this area.

Teachers are in their own way as close to the gifted program as the students. What do they perceive as strengths and weaknesses of the program? They are also a valuable source of information on student progress in academic as well as behavioral areas.

The perspective of an evaluation is always broadened by soliciting input from parents. For example, has there been any beneficial spin-off from the gifted program that the parent has noticed in the home environment, is the child reading more, have the child's interests increased in number and broadened in scope?

Specific types of instruments to tap these potential sources of data are summarized below.

TYPES OF TESTS

There are a number of different types of tests to aid the teacher in his evaluation program.

1. The Oral Quiz (Recitation)

   This is a time-honored method with many variations. In essence, it allows the teacher to judge whether or not the student has achieved a particular understanding or skill through oral expression. It often is combined with "show-and-tell" experiences, phonics games, oral reports, class discussion, and similar activities appropriate to the student's level of development. This evaluation method is usually informal and impressionistic and may or may not involve record-keeping procedures.

2. Teacher-Made Tests

   Commonly used to assess several students at once, this technique serves as both a teaching and measurement device for small units of study. It provides feedback to the learner and the score, usually the number correct, becomes an index of learning.

   Unit Test

   This instrument covers a larger range of material for an extended period of time and generally serves to measure overall achievement.

   Whether a short quiz or a comprehensive examination, teacher-made tests should be carefully constructed. Some important guidelines for this purpose are:

--Each item or question should relate to a well-defined instructional objective.

--Items should be clear and free of ambiguity. Wording and context can easily mislead a student. While not always practical, the one sure way to obtain good items is to try them out on a sample of typical students.

--Items should represent what is important in the curriculum and roughly be proportional in number or weighting to the emphasis given various objectives during instruction.

--The two key concepts in test construction are <u>validity</u> (does a test measure what it claims to measure?) and <u>reliability</u> (does a test measure the same thing from one time to another?). While the statistical techniques underlying these two characteristics are complex and seldom applied to teacher-made tests, a simple technique to check out good test items is called <u>item analysis</u>.

Essentially, the question is asked, does a particular test item discriminate in the same way as the overall test? That is, do the better students get it correct and the poorer students miss it? For example: A teacher develops a reading test and gives it to a class of students. The tests are scored and the results ranked from high score to low score and then divided in the middle, forming a top half and a bottom half of the class. Next, the teacher goes through the test, item by item, to see if a given item or question discriminates in the same way as the total test score. In other words, do students in the top half of the class tend to get the item correct and those in the bottom half tend to get it wrong?

A simple way to tally the results is a four block 2 x 2 table, one for each test item:

	Right	Wrong
Top		
Bottom		

A tally mark is entered in the appropriate cell corresponding to whether the student is in the top or bottom half of the total test distribution and whether the student got that particular item right or wrong. If the item is a good discriminator, the majority of tally marks will line up in the two cells corresponding to Top/Right and Bottom/Wrong. If it is a poor discriminator, the tally marks will be roughly equal among all four cells or, worse, lined up in the reverse direction--Top/Wrong and Bottom/Right. This latter pattern is often found in instances in which an item has a simple, straightforward answer which appears too obvious to the better student who then proceeds to read "hidden meaning" into the question, getting it wrong. Such items are misleading and poor discriminators. For example:

Good Item Discrimination

	Right	Wrong
Top	𝍸 𝍸 ||	||||
Bottom	𝍸	𝍸 𝍸 |

Poor Discrimination

	Right	Wrong
Top	𝍸 |||	𝍸 ||
Bottom	𝍸 ||	𝍸 |||

Reverse Discrimination

	Right	Wrong
Top	𝍸 |	𝍸 𝍸
Bottom	𝍸 𝍸 |	𝍸

3. The Workbook Test

With sizeable numbers of students requiring frequent testing and because of the difficulties underlying good test construction, workbook tests designed by text publishers are widely used. Their advantage over teacher-made tests are these: they are printed in a systematic format ready for use; they are usually worded carefully; and they are

directly related to the specific classroom text. Typically, these tests are scored by counting the number of correct answers (raw score). In addition, the raw score can be expressed as the percent correct, which makes it convenient to compare the results from one test to another when the total number of test questions often varies. Workbook tests are often used as a teaching device rather than as a systematic evaluation of student performance, though they can be used for both.

4. The Department, School, or District-wide Test

In an effort to establish standards of performance, a school or district may develop tests in a particular area of interest. These tests are generally a composite of many teacher-made tests with committee agreement to insure acceptance. Furthermore, a "cutting score" is usually established by some criterion (sometimes determined arbitrarily and other times determined by a statistical or logical rationale). Students may then be certified as having mastered minimum proficiency in the area covered by this particular test. If carefully stated criteria are lacking, there is no reliable frame of reference for interpreting the scores. (See criterion-referenced or mastery test, below.)

5. The Standardized Test

These are instruments prepared by test construction experts to be administered in a standard manner. In general, they are the result of careful item selection, field testing, and item analysis. They are based on well-defined content areas and objectives and come with clear, explicit directions to insure uniform administration.

a. The Norm-Referenced Test

This is a standardized test which has been administered to a large sample of subjects, forming the "norm group". (The limited utility of this type of test in evaluating gifted programs was discussed in an earlier section.) The distribution of scores from such a group becomes the yardstick against which all subsequent students are compared. In other words, the average score achieved by the norm group marks a reference point (mean or median) for other groups which subsequently take the same test. Scores above or below average for the norm group--most often expressed as percentile ranks or grade equivalents--form a distribution of such scores which constitute "the norms" for a particular test. Other students taking the test at a later time are assigned one of these converted scores, using the norm group as a frame of reference. In order to interpret norm-referenced test scores meaningfully, it is important to know in what ways local students resemble those in the norm group on such variables as age, grade level, socioeconomic status, language background, geographical region of the nation, sex distribution, and so forth.

It is also important to insure that the tests have been administered under standard conditions prescribed in the manual of direction and that they have been correctly scored.

Norm-referenced tests tell us where students stand compared to each other; they do not directly reveal how much a given student knows about the content area being tested. We simply get an indication whether he or she knows more or less than other students. Items in the test are a small sample from a very large number of possible questions on content areas which most students across the nation or the state have probably had an opportunity to learn, often outside the school setting as well as within it (for example, family discussions, TV, recreational reading, hobbies, vacation trips, and other nonschool learning opportunities). Such tests are <u>not</u> particularly sensitive to what a given teacher teaches in a classroom, day by day. Instead, they are indicators of relative standings among students on general learning within a broad content or skill area.

b. Criterion-Referenced Mastery Test

These are standardized tests which measure <u>how much</u> a student has learned in a specific content or skill area. A familiar example is the written section of the California Driver's License Examination in which a criterion is simply a passing score or <u>mastery</u>. Such tests probably offer the most promise in terms of evaluating gifted programs because they would illustrate the <u>specific skills</u> gained by students in a gifted program which would not be measured by the more generalized norm-referenced test.

To construct such a test, specific objectives which encompass a given content or skill area are defined. Test items are then developed to measure the achievement of these objectives and a criterion level (passing score) is set to indicate mastery, proficiency, or competency. Tests of this type are similar to what always have been called "teacher-made tests". In the contemporary sense, good criterion-referenced tests (CRT's) are more rigorously and systematically constructed than the typical classroom quiz or examination. They are widely used in individualized instruction programs in which step-by-step mastery is the basis of progress. They also overlap diagnostic-prescriptive tests in which the instructional objective is carefully stated and the required successful performance is spelled out in terms of observable or measurable behavior. Such a procedure allows an appraisal of a given student or group in terms of the present criteria and level of mastery expected. Progress is not relative to other students as much as to one's own advancement from one point in time to another.

MEASURING ATTITUDES AND THE SELF-CONCEPT

There is widespread interest today in measuring the so-called affective domain--that elusive factor associated with motivation, attitudes, and feeling.

Of all the variables underlying human performance, this one presents the most problems for measurement and interpretation; therefore, it is important to proceed with caution. Some of the problems are:

1. Attitudes and feelings, like the weather, tend to be changeable, unpredictable, and sensitive to many factors outside the learning situation, as well as within it.

2. The cause-and-effect relationship between attitudes and feelings, on the one hand, and performance and achievement, on the other, are not necessarily straightforward and are little understood. For example, there is no clear evidence that children who have a positive attitude toward learning also work harder or achieve better. Perhaps some children who feel good about things are more secure, relaxed, and less motivated to extend themselves.

3. There is apt to be a negative relationship between age and positive attitudes, such that young children (5-6) look at most things very positively but begin to differentiate along a broader range of feelings as they grow older and become more discriminating or critical. The result is a shift from more positive to less positive responses as time passes. While this suggests a negative shift in attitude as a result of a <u>poor learning experience</u>, especially between extended pre-post testing, this may not be the case at all.

4. Attitudes are also sensitive to such factors as newness, novelty, and beginning-of-the-year optimism. A shift in a less positive direction occurs as the experience becomes routine and familiar or the end of the year approaches. This may lead to an incorrect conclusion that a particular program is unsuccessful.

5. Wherever attitudes are involved, students (and people in general) tend to have predispositions, more often positive than negative. They will respond to please (or occasionally displease) the person gathering data. Data collected in groups also can be influenced by "contagious" comments or reactions of particular students, setting a climate which yields misleading results.

These and many other factors make the measurement and interpretation of attitudes an uncertain process. With the foregoing cautions, two basic methods of measuring attitudes are widely used: direct and indirect.

<u>Direct Methods</u>

1. Attitude scales. These typically are based on the Likert model in which the subject is asked to respond to a statement along a five-point scale

where SA = strongly agree, A = agree, U = undecided or neutral, D = disagree, SD = strongly disagree. For example:

	Circle One				
I like to read.	SA	A	U	D	SD

Another version might substitute, in place of the "agree-disagree" response categories, such choices as:

Always Usually Sometimes Seldom Never

Or the scale response categories may be undefined except for the extremes, as in the case of the Semantic Differential technique:

Reading

Good ___: ___: ___: ___: ___: ___: ___: Bad

Work ___: ___: ___: ___: ___: ___: ___: Fun

Easy ___: ___: ___: ___: ___: ___: ___: Difficult

The subject places a check on any one of the seven spaces between the extreme polar adjectives anchoring each scale. They check "best expresses the nature and degree of his feeling" toward the key word underlined at the top. The actual number of response choices may vary from two (YES-NO) through seven or more, as in the last example. While there is no hard and fast rule, two usually is too narrow and allows no degrees of feeling (unless it is strictly an either/or situation) while seven is a practical upper limit, beyond which meaningful distinctions disappear. Three-, four-, and five-position scales, however, are frequently used.

2. Questionnaires. Often incorporating attitude or opinion scales, questionnaires usually provide for asking, in addition, a variety of questions related to a topic of interest. Again the best rule for developing a good questionnaire is to brainstorm the items with your associates, then try them out on a sample of representative subjects to insure clarity. (For guidelines and sources of information, see the references listed in Appendix I.)

3. Interviews. Interviews have the advantage of face-to-face interaction which insures greater flexibility and in-depth coverage. Unfortunately, they require time and effort which is seldom available. Interviews may be very open, exploratory and unstructured, or highly structured and organized, following a questionnairelike format, with strict rules on how elaboration can take place, as is the case in most Gallup-type polls.

Indirect

Indirect measures of attitude and feeling get at behavior patterns and other

evidence which is correlated with attitudes and which are collected without the direct involvement of the student. This indirect method has the advantage of not making the student self-conscious--either becoming more positive or negative than otherwise might be the case--and adds an independent measure to confirm or question other information directly involving the student. Typical examples would include such things as attendance records, special awards, library withdrawal records, school vandalism records, etc. The disadvantage of indirect measures of this kind is that they often are inaccurate, incomplete, or sensitive to factors other than the learning environment; for example, a virus epidemic which dramatically reduces school attendance during a period when attendance could be mistakenly used as an indicator of interest in a new school program. (See Appendix for partial listing of both direct and indirect measures.)

There is another type of attitude measurement which combines both direct and indirect elements. It is observation. This is particularly useful for primary-age children when self-report rating scales typically yield results which are too uniform or grouped at one end to be meaningful. For example, first graders tend to see most things as good, positive, and interesting, regardless of their performance. However, a behavior checklist or rating scale filled in by a trained observer and which focuses on attitude-related behaviors often provides more valid and varied information. Such a method can single out those behaviors of the child that imply a favorable or unfavorable attitude. For example, a format such as the following can be used.

(YES) NO 1. Does the child mix freely with other children on the playground?

YES (NO) 2. Does the child seek out books on his/her own during free time?

(YES) NO 3. Does the child volunteer to take part in discussions and sharing opportunities?

The basic guideline for constructing such checklists or scales is to ask yourself: "What does a youngster do to indicate satisfaction or dissatisfaction, comfort or discomfort with school in general, or reading in particular?" Instead of "yes" or "no," a scale of three to five positions may be preferable. For example, you may use "always, usually, sometimes, seldom, never."

PUTTING IT ALL TOGETHER

The last step in the process of evaluation from theory to application comes when the stating of objectives, planning of activities, and evaluation design and results are made visible in finalized form. This becomes a resource document which can be referred to by the teacher, site and district administrators, parents and State program and evaluation consultants. In San Diego this format has been standardized for all school sites having a program for gifted students in the form of the Written Plan.

Writing the Written Plan

The Written Plan is essentially a contract between the school site and the Board of Education that gifted students are being delivered certain specific skills deemed important by site personnel. It is an end-product which gives concrete evidence to the fact that evaluation and systematic program planning have taken place. The written plan is not a document which is filed routinely each year in order to fulfill legal requirements for funding purposes alone. Unless it reflects a process of evaluation which is taking place on an ongoing basis--and in a much larger sense, unless evaluation itself is integrated into the whole teaching and learning process--the written plan serves no real purpose in and of itself.

Part II of the Written Plan (see Appendix for the actual form) is based on the three-step sequence described earlier:

--state the objective;

--plan the activities;

--measure the results.

After these key elements are identified and clarified, the written plan becomes a simple matter of filling in the appropriate information in the appropriate columns.

The written plan is not intended to be an exhaustive outline of your entire program. That would be a hopelessly complex task that would be distinctly unappreciated by all concerned! Rather it is a summary of the most important elements of your program which can be stated concretely, realizing all the while that some of the most important program outcomes are intangible and do not lend themselves to measurement.

The State Audit

It has become increasingly apparent that San Diego along with other districts in California now implementing gifted education faces the prospect of a State audit in the near future. From all available information, State audit teams can be expected to visit individual school sites as well as the central district office for the gifted program. Although the specific format of the audit as it affects site evaluation is not known at this time, general guidelines from the State indicate that audit team members will be asking site

personnel questions like these:

--What documentation can be produced to show that each gifted child is being given at least two hundred minutes of qualitatively different educational experiences per week?

--Are budget expenditures justified by specific learner objectives stated in performance terms?

--Are records on hand which document participation of staff, parents and students in developing the written plan?

--Is there an ongoing involvement of parents in program development and evaluation at the site level?

--Are objectives being monitored systematically and is data being collected to allow for ongoing program improvement?

--Are evaluation instruments and records of student products on hand to document stated evaluation results?

Questions such as these have served as the basis for the format of the written plan and site evaluation forms. The attempt has been to unite the essence of the three-step evaluation process with the practical consideration of the State requirements. A site which is systematically communicating its program for gifted by implementing an evaluation strategy will have little reason for concern about meeting legal accountability requirements.

APPENDIX

SOURCES OF INFORMATION*

Buros, Oscar K. (ed.). Reading Test and Reviews. Highland Park, N.J.: Gryphon Press, 1968.

----The Sixth Mental Measurements Yearbook. Highland Park, N.J.: Gryphon Press, 1965.

----Tests in Print. Highland Park, N.J.: Gryphon Press, 1961.

Educational and Psychological Measurement. Quarterly Journal.

Educational Index.

ERIC (Educational Resources Information Center): Nineteen clearinghouses, depending on the nature of the need. For general information regarding information retrieval resources, procedures, and publications, contact: USOE, 400 Maryland Avenue SW, Washington, D.C. 20202.

Educational Testing Service (ETS). Microfiche File. Princeton, N.J. This is a comprehensive file of measures and instruments reported by researchers in the literature. It is important to state your measurement needs in clear and specific terms in order for ETS to match your request to an appropriate measure, if one exists.

Johnson, O.G., and Bommarito, J.W. Tests and Measurements in Child Development: A Handbook. San Francisco: Jossey-Bass Inc., 1971.

Journal of Educational Measurement.

Lake, D.G., Miles, M.B., and Earle, R.B., Jr. Measuring Human Behavior. New York: Columbia University, Teachers College Press, 1973.

Miscellaneous test publishers' catalogs--most current source of information. See Buros for listing of publishers.

Oppenheim, A.N. Questionnaire Design and Attitude Measurement. New York: Basic Books, Inc., 1966.

Psychological Abstracts.

Review of Educational Research. Every three years: 1968, 1965, 1962, etc. Beginning in 1970, however, an unscheduled publication pattern replaces the cyclical one.

*Adapted from: Isaac, Stephen, and Michael, William B. Handbook in Research and Evaluation. San Diego: Robert R. Knapp, 1971. Reprinted with permission. All rights reserved. Robert R. Knapp, Box 7234, San Diego, California 92107.

Shaw, Marvin E., and Wright, Jack M. Scales for the Measurement of Attitudes. New York: McGraw-Hill Book Co., 1967.

A review of the literature, with comprehensive exhibits and applications.

Webb, E. J., Campbell, D. T., Schwartz, R. D., and Sechrest, Lee. Unobtrusive Measures: Nonreactive Research in Social Sciences. Chicago: Rand McNally, 1966.

A PARTIAL LISTING OF MEASURABLE FACTORS AVAILABLE IN MOST SCHOOL SETTINGS*

1. Standardized achievement and ability tests, the scores on which allow inferences to be made regarding the extent to which cognitive objectives concerned with knowledge, comprehension, understandings, skills, and applications have been attained.

2. Standardized self-inventories designed to yield measures of adjustment, appreciations, attitudes, interests, and temperament from which inferences can be formulated concerning the possession of psychological traits (such as defensiveness, rigidity, aggressiveness, cooperativeness, hostility, and anxiety).

3. Standardized rating scales and checklists for judging the quality of products in visual arts, crafts, shop activities, penmanship, creative writing, exhibits for competitive events, cooking, typing, letter writing, fashion design, and other activities.

4. Standardized tests of psychomotor skills and physical fitness.

5. Incomplete sentence technique: categorization of types of responses, enumeration of their frequencies, or ratings of their psychological appropriateness relative to specific criteria.

6. Interviews: frequencies and measurable levels of responses to formal and informal questions raised in a face-to-face interrogation.

7. Peer nominations: frequencies of selection or of assignment to leadership roles for which the sociogram technique may be particularly suitable.

8. Questionnaires: frequencies of responses to items in an objective format and numbers of responses to categorized dimensions developed from the content analysis of responses to open-ended questions.

9. Self-concept perceptions: measures of current status and indices of congruence between real self and ideal self -- often determined from use of the semantic differential or Q-sort techniques.

10. Self-evaluation measures: student's own reports on his perceived or desired level of achievement, on his perceptions of his personal and social adjustment, and on his future academic and vocational plans.

11. Teacher-devised projective devices such as casting characters in the class play, role playing, and picture interpretation based on an informal scoring which usually embodies the determination of frequencies of the occurrence of specific behaviors, or ratings of their intensity or quality.

* Adapted from: Isaac, Stephen, and Michael, William B. Handbook in Research and Evaluation. San Diego: Robert R. Knapp, 1971. Reprinted with permission. All rights reserved. Robert R. Knapp, Box 7234, San Diego, CA 92107.

12. Teacher-made achievement test (objective and essay), the scores on which allow inferences regarding the extent to which specific instructional objectives have been attained.

13. Teacher-made rating scales and checklists for observation of classroom behaviors: performance levels of speech, music, and art; manifestation of creative endeavors, personal and social adjustment, physical well-being.

14. Teacher-modified form (preferably with consultant aid) of the semantic differential scale.

15. Absences: full-day, half-day, part-day, and other selective indices pertaining to frequency and duration of lack of attendance.

16. Anecdotal records: critical incidents noted, including frequencies of behaviors judged to be highly undesirable or highly deserving of commendation.

17. Appointments: frequencies with which they are kept or broken.

18. Assignments: numbers and types completed with some sort of quality rating or mark attached.

19. Attendance: frequency and duration when attendance is required or considered optional (as in club meetings, special events, or off-campus activities).

20. Autobiographical data: behaviors reported that could be classified and subsequently assigned judgmental values concerning their appropriateness relative to specific objectives concerned with human development.

21. Awards, citations, honors, and related indicators of distincitive or creative performance: frequency of occurrence or judgments of merit in terms of scaled values.

22. Books: numbers checked out of library, numbers renewed, numbers reported read when reading is required or when voluntary.

23. Case histories: critical incidents and other passages reflecting quantifiable categories of behavior.

24. Changes in program or in teacher as requested by student: frequency of occurrence.

25. Choices expressed or carried out: vocational, avocational, and educational (especially in relation to their judged appropriateness to known physical, intellectual, emotional, social aesthetic, interest, and other factors).

26. Citations: commendatory in both formal and informal media of communication such as in the newspaper, television, school assembly, classroom, bulletin board, or elsewhere (see Awards).

27. "Contacts": frequency or duration of direct or indirect communications between persons observed and one or more significant others with specific reference to increase or decrease in frequency or to duration relative to selected time intervals.

28. Disciplinary actions taken: frequency and type.

29. Dropouts: numbers of students leaving school before completion of program of studies.

30. Elected positions: numbers and types held in class, student body, or out-of-school social groups.

31. Extracurricular activities: frequency or duration of participation in observable behaviors amenable to classification such as taking part in athletic events, charity drives, cultural activities, and numerous service-related avocational endeavors.

32. Grade placement: the success or lack of success in being promoted or retained; number of times accelerated or skipped.

33. Grade point average: including numbers of recommended units of course work in academic as well as in noncollege preparatory programs.

34. Grouping: frequency and/or duration of moves from one instructional group to another within a given class grade.

35. Homework assignments: punctuality of completion, quantifiable judgments of quality such as class marks.

36. Library card: possessed or not possessed, renewed or not renewed.

37. Load: numbers of units or courses carried by students.

38. Peer group participation: frequency and duration of activity in what judged to be socially acceptable and socially undesirable behaviors.

39. Performance: awards, citations received; extra credit assignments and associated points earned; numbers of books or other learning materials taken out of the library; products exhibited at competitive events.

40. Recommendations: numbers of and judged levels of favorableness.

41. Referrals: by teacher to counselor, psychologist, or administrator for disciplinary action, for special aid in overcoming learning difficulties, for behavior disorders, for health defects, or for part-time employment activities.

42. Referrals: by student himself (presence, absence, or frequency).

43. Service points: numbers earned.

44. Skills: demonstration of new or increased competencies such as those found in physical education, drafts, homemaking, and the arts which are not measured in a highly valid fashion by available tests and scales.

45. Social mobility: numbers of times student has moved from one neighborhood to another and/or frequency which parents have changed jobs.

46. Tardiness: frequency of.

47. Transiency: incidents of.

48. Transfers: numbers of students entering school from another school (horizontal move).

49. Withdrawal: numbers of students withdrawing from school or from a special program (see Dropouts).

50. Alumni participation: numbers of visitations, extent of involvement in PTA activities, amount of support of a tangible (financial) or a service nature to a continuing school program or activity.

51. Attendance at special school events, at meetings of the board of education, or at other group activities by parents: frequency of.

52. Conferences of parent-teacher, parent-counselor, parent-administrator sought by parents: frequency of request.

53. Conferences of the same type sought and initiated by school personnel: frequency of requests and record of appointments kept by parents.

54. Interview responses amenable to classification and quantification.

55. Letters (mail): frequency of requests for information, materials, and servicing.

56. Letters: frequency of praiseworthy or critical comments about school programs and services and about the personnel participating in them.

57. Parental response to letters and report cards upon written or oral request by school personnel: frequency of compliance by parents.

58. Telephone calls from parents, alumni, and from personnel in communications media (e.g., newspaper reporters): frequency, duration, and quantifiable judgments about statements monitored from telephone conversations.

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PERFORMANCE OBJECTIVES FOR THE
1975-1976 MENTALLY GIFTED MINORS PROGRAM

The mean grade point average of all MGM students in the gifted program will be 3.0 for all courses (excluding physical education) in the junior and senior high schools.

The median achievement level of all participating MGM students, as sampled at grades 6, 8 and 10, will be at least three or more grade levels above national norms in the areas of reading, spelling, language and math.

The median grade equivalency scores of all students defined as "underachieving", using standardized testing data from fall of 1974 as baseline*, will by the fall of 1976 have reached at least two years above grade expectancy in these subject areas: reading, language, spelling and math computation.

Participating MGM students will obtain a mean rating of 5.6 or above on a seven-point scale on each item of a teacher opinion survey designed to assess individual student achievement in intellectual skills.

Teachers of gifted students will rate development of gifted students in all selected areas of study skills and behavioral progress at 5.6 or above on a seven-point scale.

Parents of gifted students will give high ratings** to those aspects of the gifted program designed to promote student progress in cognitive and affective domains, as assessed by a parent opinion survey.

Students at the secondary level will give high** ratings to those aspects of the gifted program designed to promote student progress in areas of self-concept, as well as cognitive and affective domains.

* "underachieving" is here defined as less than 1.5 years above grade placement.

** "High" rating defined as a mean of 3.7 on a five-point scale.

II. [PART II OF THE SITE WRITTEN PLAN]

MODIFIED PROGRAM COMPONENT FOR 1976-1977:

NAME OF SCHOOL:

STATEMENT OF GOALS

DATE OF PREPARATION:

Objective	Grade Level	Activities	Ways in which activity is qualitatively different; approximate number of minutes per week devoted to activity (Code according to Instructions)	Activity Time Line (July 1976 - June 1977)	Evaluation Design (Code according to Instructions)
				J A S O N D J F M A M J	

SAMPLE

32

33

J A S O N D J F M A M J

32

COST:_____

EVALUATION OF THE SITE WRITTEN PLAN

SCHOOL _____

Evaluation - Written Plan of Programs for the Gifted

SUGGESTED EVALUATION OF PUPIL PROGRESS SINCE LAST APPROVED APPLICATION

(Elementary Ref: Handbook for Principals and Teachers of Elementary Programs for the Gifted, Pages 33-42.)
(Secondary Ref: Handbook for Principals and Teachers of Secondary Programs for the Gifted, Page 58.)

District learner objectives written in measurable terms (from last approved application)	Evaluation process procedures or instruments (from last approved application)	Brief summary of the data. Interpret the data. Be specific and concise	Conclusions based upon the summary and interpretation of data in Column 3 should be brief and concise, applicable and pertinent	Recommended program changes for the on-site written plan should indicate how the program will be improved. If the evaluation results are satisfactory, recycle. If the evaluation indicates weakness, redesign
COLUMN (1)	COLUMN (2)	COLUMN (3)	COLUMN (4)	COLUMN (5)

SAMPLE

Recommendations should relate back to your budget categories for 1976-1977 Written Plan

Please complete in duplicate, retain copies at your school site (Required by State law to be available for public review)

SAMPLE EVALUATION INSTRUMENTS

On the following pages you will find samples of instruments for assessing different aspects of gifted programs. Some are currently in use in this district, others have been used in other districts throughout the state and country. They are included to help you formulate your own assessment tools. In some cases they will not be completely appropriate for use without further revision but can be revised to meet your special evaluation requirements.

PARENT QUESTIONNAIRE

Name of School _____ Date _____

Number of Children in Gifted Program _____ Type of Gifted Program (Indicate either Cluster or Seminar/I.S.) _____

Sex of Child (circle) G B Grade in School ____

DIRECTIONS: The purpose of this questionnaire is to gather data which will assist us in assessing strengths and weaknesses of the District Program for Mentally Gifted Minors (MGM). Please indicate the degree to which you agree or disagree with the following statements by checking the box which most closely reflects your opinion. You are not required to identify yourself. Should you have more than one child currently in the gifted program, please respond for your oldest child only. We would very much appreciate it if you will complete the questionnaire and return it as soon as possible to:

EVALUATION SERVICES
San Diego Unified School District
4100 Normal Street, B-4
San Diego, California 92103 ATTN: MGM

Strongly Agree (SA)	Agree (A)	Undecided No Opinion (U)	Disagree (D)	Strongly Disagree (SD)

1. I feel that my child's participation in the gifted program has contributed much to his/her academic growth this year.

SA ☐ A ☐ U ☐ D ☐ SD ☐

2. My child has shown an increasing interest in school work this year as a result of participating in the gifted program.

SA ☐ A ☐ U ☐ D ☐ SD ☐

3. My child spends on the average two or more hours per week of his/her spare time pursuing interests introduced to him/her in the gifted program .

SA ☐ A ☐ U ☐ D ☐ SD ☐

4. I feel that the gifted program, as interpreted by teachers, principals or written materials and meetings has successfully communicated the major goals and purposes of the gifted program to parents.

SA ☐ A ☐ U ☐ D ☐ SD ☐

5. The program as currently administered provides me with the feeling that my views as a parent are important in program development and evaluation.

SA ☐ A ☐ U ☐ D ☐ SD ☐

6. I feel that one or more of the special enrichment activities of the gifted program (e.g. field trips, resource personnel, special schedules, etc.) has been relevant to my child's academic growth.

SA ☐ A ☐ U ☐ D ☐ SD ☐

7. My child reads extensively for enjoyment.

SA ☐ A ☐ U ☐ D ☐ SD ☐

8. My child is able to organize his/her time effectively for study.

SA ☐ A ☐ U ☐ D ☐ SD ☐

9. My child is usually conscientious in meeting deadlines for written assignments.

SA ☐ A ☐ U ☐ D ☐ SD ☐

10. School is more of a challenge to my child since his/her participation in the gifted program. (Answer this question only if your child has joined the program within the last two years.)

SA ☐ A ☐ U ☐ D ☐ SD ☐

11. My child has gained a deeper appreciation of the cultural, recreational and aesthetic opportunities in the community partially as a result of the gifted program.

SA ☐ A ☐ U ☐ D ☐ SD ☐

12. I have received communication from the school concerning my child's progress and any problems she/he has had in school.

SA ☐ A ☐ U ☐ D ☐ SD ☐

13. My child is learning to work well by himself.

SA ☐ A ☐ U ☐ D ☐ SD ☐

14. My child has gained a better grasp of basic fundamental skills since his/her participation in the gifted program.

SA ☐ A ☐ U ☐ D ☐ SD ☐

15. My child has expanded in his/her appreciation and application of creative and problem-solving skills, partially as an outcome of enriched school experiences.

SA ☐ A ☐ U ☐ D ☐ SD ☐

16. My child has established a good relationship with his/her peers.

SA ☐ A ☐ U ☐ D ☐ SD ☐

17. My child has assumed positions of leadership in his/her school.

SA ☐ A ☐ U ☐ D ☐ SD ☐

What aspects of the gifted program do you feel have most benefitted your child?

What suggestions do you have for further strengthening of the gifted program at your school?

Additional Comments:

TEACHER EVALUATION OF GIFTED STUDENTS' LEARNING PERFORMANCE--SECONDARY

STUDENT'S NUMBER _____ SCHOOL _____

TEACHER _____ SUBJECT AREA _____ DATE _____

DIRECTIONS: PLEASE RATE THE PERFORMANCE OF THE STUDENT AS YOU PERCEIVE IT. BELOW ARE LISTED A NUMBER OF WORDS OR PHRASES WHICH RELATE TO PERFORMANCE IN ACADEMIC AND BEHAVIORAL AREAS. BELOW EACH IS A CONTINUUM WHICH SPANS BOTH POLES OF THE SKILL OR ATTRIBUTE (E.G. "OUTSTANDING" AND "UNSATISFACTORY"), AS WELL AS GRADATIONS BETWEEN THESE EXTREMES. PUT AN "X" IN THAT BOX WHICH YOU FEEL MOST CLOSELY CORRESPONDS TO THE STUDENT'S PERFORMANCE ON THE CONTINUUM.

ACADEMIC AND BEHAVIORAL SKILLS: COMMENSURATE WITH HIS OR HER ABILITY AS YOU PERCEIVE IT, HOW WOULD YOU RATE THE STUDENT'S PERFORMANCE IN EACH OF THE FOLLOWING AREAS?

OVERALL PERFORMANCE OF THE STUDENT IN YOUR CLASS

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

QUALITY OF WRITTEN WORK

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

PERFORMANCE ON EXAMINATIONS

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

UNDERSTANDING OF WRITTEN MATERIAL

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

ABILITY TO SYNTHESIZE IDEAS

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

CLASS PARTICIPATION

EXTENSIVE ☐☐☐☐☐☐☐ MINIMAL

COMMENTS:

CRITICAL THINKING SKILLS

MARKED ☐☐☐☐☐☐☐ SLIGHT

COMMENTS:

PAGE TWO

ENTHUSIASM FOR LEARNING

MARKED ☐☐☐☐☐☐☐ SLIGHT

COMMENTS:

ABILITY TO ORGANIZE TIME

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

SELF-INITIATED LEARNING

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

EXPRESSION OF CREATIVITY

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

ORAL EXPRESSION

ARTICULATE ☐☐☐☐☐☐☐ INARTICULATE

COMMENTS:

LEADERSHIP ABILITY

MARKED ☐☐☐☐☐☐☐ SLIGHT

COMMENTS:

ABILITY TO MEET DEADLINES

EFFICIENT ☐☐☐☐☐☐☐ INEFFICIENT

COMMENTS:

OUTSIDE READING

EXTENSIVE ☐☐☐☐☐☐☐ MINIMAL

COMMENTS:

ABILITY TO ACCEPT CONSTRUCTIVE CRITICISM

SATISFACTORY ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

ABILITY TO ACCEPT RESPONSIBILITIES

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

SELF-CONFIDENCE

SECURE ☐☐☐☐☐☐☐ INSECURE

COMMENTS:

PEER RELATIONSHIPS

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

SPECIAL TALENTS: IF THE PUPIL HAS EVIDENCED ANY OF THE SPECIAL TALENTS LISTED BELOW, PLEASE CHECK THE APPROPRIATE BOX AND SPECIFY IN THE SPACE PROVIDED:

☐ OUTSTANDING SCHOLASTIC ACCOMPLISHMENT

_____

_____

☐ OUTSTANDING LEADERSHIP ABILITY

_____

_____

☐ OUTSTANDING EXTRACURRICULAR INVOLVEMENT (BOTH WITHIN AND OUTSIDE THE SCHOOL SETTING)

_____

_____

☐ OUTSTANDING ACHIEVEMENTS OR CREATIVE PRODUCTS IN ART, MUSIC, DRAMA OR CREATIVE WRITING

_____

_____

☐ OTHER (SPECIFY)

_____

_____

TEACHER EVALUATION OF GIFTED STUDENTS' LEARNING PERFORMANCE--ELEMENTARY

STUDENT'S NUMBER _____ DATE _____

SCHOOL _____ TEACHER _____

DIRECTIONS: PLEASE RATE THE PERFORMANCE OF THE PUPIL AS YOU PERCEIVE IT. BELOW ARE LISTED A NUMBER OF WORDS OR PHRASES WHICH RELATE TO PERFORMANCE IN ACADEMIC AND ATTITUDINAL AREAS. BELOW EACH IS A CONTINUUM WHICH SPANS BOTH POLES OF THE SKILL OR ATTRIBUTE (E.G. "OUTSTANDING" AND "UNSATISFACTORY"), AS WELL AS GRADATIONS BETWEEN THESE EXTREMES. PUT AN "X" IN THAT BOX WHICH YOU FEEL MOST CLOSELY CORRESPONDS TO THE PUPIL'S PERFORMANCE ON THE CONTINUUM.

BASIC SKILLS: COMMENSURATE WITH HIS OR HER ABILITY AS YOU PERCEIVE IT, HOW WOULD YOU RATE THE PUPIL'S PERFORMANCE IN EACH OF THE FOLLOWING BASIC SKILLS AREAS:

READING

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

MATH

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

LANGUAGE

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

SPELLING

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

SCIENCE

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

PENMANSHIP

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

LEARNING AND BEHAVIORAL STYLES: INDICATE THE DEGREE TO WHICH THE PUPIL EXHIBITS EACH OF THE FOLLOWING:

CRITICAL THINKING SKILLS

MARKED ☐☐☐☐☐☐☐ SLIGHT

COMMENTS:

ENTHUSIASM FOR LEARNING

MARKED ☐ ☐ ☐ ☐ ☐ ☐ ☐ SLIGHT

COMMENTS:

ABILITY TO ORGANIZE TIME

OUTSTANDING ☐ ☐ ☐ ☐ ☐ ☐ ☐ UNSATISFACTORY

COMMENTS:

SELF-INITIATED LEARNING

OUTSTANDING ☐ ☐ ☐ ☐ ☐ ☐ ☐ UNSATISFACTORY

COMMENTS:

EXPRESSION OF CREATIVITY

OUTSTANDING ☐ ☐ ☐ ☐ ☐ ☐ ☐ UNSATISFACTORY

COMMENTS:

ORAL EXPRESSION

ARTICULATE ☐ ☐ ☐ ☐ ☐ ☐ ☐ INARTICULATE

COMMENTS:

LEADERSHIP ABILITY

MARKED ☐ ☐ ☐ ☐ ☐ ☐ ☐ SLIGHT

COMMENTS:

ABILITY TO MEET DEADLINES

EFFICIENT ☐ ☐ ☐ ☐ ☐ ☐ ☐ INEFFICIENT

COMMENTS:

OUTSIDE READING

EXTENSIVE ☐ ☐ ☐ ☐ ☐ ☐ ☐ MINIMAL

COMMENTS:

ABILITY TO ACCEPT CONSTRUCTIVE CRITICISM

SATISFACTORY ☐ ☐ ☐ ☐ ☐ ☐ ☐ UNSATISFACTORY

COMMENTS:

ABILITY TO ACCEPT RESPONSIBILITIES

OUTSTANDING ☐ ☐ ☐ ☐ ☐ ☐ ☐ UNSATISFACTORY

COMMENTS:

PAGE THREE

SELF-CONFIDENCE

SECURE ☐☐☐☐☐☐☐ INSECURE

COMMENTS:

PEER RELATIONSHIPS

OUTSTANDING ☐☐☐☐☐☐☐ UNSATISFACTORY

COMMENTS:

SPECIAL TALENTS: IF THE PUPIL HAS EVIDENCED ANY OF THE SPECIAL TALENTS LISTED BELOW, PLEASE CHECK THE APPROPRIATE BOX AND SPECIFY IN THE SPACE PROVIDED:

☐ OUTSTANDING SCHOLASTIC ACCOMPLISHMENT

_____

_____

☐ OUTSTANDING LEADERSHIP ABILITY

_____

_____

☐ OUTSTANDING EXTRACURRICULAR INVOLVEMENT (BOTH WITHIN AND OUTSIDE THE SCHOOL SETTING)

_____

_____

☐ OUTSTANDING ACHIEVEMENTS OR CREATIVE PRODUCTS IN ART, MUSIC, DRAMA OR CREATIVE WRITING

_____

_____

☐ OTHER (SPECIFY)

_____

_____

San Diego City Schools
Evaluation Services Department

STUDENT OPINION SURVEY OF THE MGM PROGRAM

Name of School _____ Date _____

Sex (circle) M F Grade in School _____ No. yrs. in program _____

Type of Gifted Program _____
(Indicate Cluster or Independent Study)

DIRECTIONS: The purpose of this student opinion survey is to gather data which will assist us in assessing the strengths and weaknesses of the district Program for Mentally Gifted Minors (MGM). Please indicate the degree to which you agree or disagree with the following statements by checking the box which most closely reflects your opinion. Please complete the questionnaire and return it as soon as possible in the enclosed addressed envelope. Thank you.

KEY: SA=Strongly Agree
A=Agree
U=Undecided, No Opinion
D=Disagree
SD=Strongly Disagree

1. My participation in the gifted program has contributed significantly to my academic growth this year.

SA	A	U	D	SD
☐	☐	☐	☐	☐

2. My participation in the gifted program has increased my interest in academic work.

SA	A	U	D	SD
☐	☐	☐	☐	☐

3. The gifted program has stimulated new interests in areas which I now regularly pursue on my own.

SA	A	U	D	SD
☐	☐	☐	☐	☐

4. My association with other gifted students has provided me with academic stimulation.

SA	A	U	D	SD
☐	☐	☐	☐	☐

5. The goals of the gifted program have been well communicated to me at my school.

SA	A	U	D	SD
☐	☐	☐	☐	☐

6. Field trips and other pull-out activities for gifted students have been academically relevant to me.

SA	A	U	D	SD
☐	☐	☐	☐	☐

7. I am better able this year to organize my time effectively for study than last year.

SA ☐ A ☐ U ☐ D ☐ SD ☐

8. The gifted program has helped me gain a deeper appreciation of the opportunities offered by the community (cultural, recreational, aesthetic, etc.).

SA ☐ A ☐ U ☐ D ☐ SD ☐

9. I feel that, for me, enrichment activities have come at the expense of gaining proficiency in fundamental skills.

SA ☐ A ☐ U ☐ D ☐ SD ☐

10. I am more conscientious this year than last year in meeting deadlines for written assignments.

SA ☐ A ☐ U ☐ D ☐ SD ☐

11. I find that homework assignments in "gifted" classes are stimulating academically.

SA ☐ A ☐ U ☐ D ☐ SD ☐

12. My personal enthusiasm for learning has been increased partially as a function of MGM program participation.

SA ☐ A ☐ U ☐ D ☐ SD ☐

13. I read more extensively for enjoyment this year than I did last year.

SA ☐ A ☐ U ☐ D ☐ SD ☐

14. As a participant in the MGM program I feel that real choices have been offered me in planning my education.

SA ☐ A ☐ U ☐ D ☐ SD ☐

15. I find that I am usually able to put independent study time to good use.

SA ☐ A ☐ U ☐ D ☐ SD ☐

16. Course work or activities offered by the MGM program have contributed significantly to my improved use of creative or problem-solving skills.

SA ☐ A ☐ U ☐ D ☐ SD ☐

17. I have become aware of numerous career alternatives through participation in the gifted program.

SA ☐ A ☐ U ☐ D ☐ SD ☐

18. I feel that the gifted program is giving me a good foundation for the type of academic work I will be doing in college.

SA ☐ A ☐ U ☐ D ☐ SD ☐

What aspects of the gifted program do you feel have benefitted you the most?

_____

_____

_____

_____

_____

What suggestions do you have for further strengthening the gifted program at your school?

_____

_____

_____

_____

_____

Additional Comments:

_____

_____

_____

_____

_____

_____

_____

_____

_____

SAN DIEGO CITY SCHOOLS
Evaluation Services Department

SOCIAL ATTITUDES AND MATURITY SCALE

Date	Child's District Number	Grade	Room #	School

The line above each set of descriptive behaviors represents a continuum. Put a check at any place on the line at a position which best describes the child's behavior as you perceive him/her at this time.

1. CONTRIBUTION TO CLASS:

never volunteers ideas	sometimes volunteers ideas	eager to frequently share ideas

2. SELF MOTIVATION:

does not work independently	tries to work independently at times	often works independently with success

3. PHYSICAL COMPLAINTS:

asks to go to nurse or complains frequently	sometimes complains	rarely to never complains

4. VISIBLE PHYSICAL SIGNS OF STRESS :

stutters, tics, bites fingernails, often	occasionally exhibits signs of stress	never exhibits signs of stress

5. COMMUNICATES WITH TEACHER:

never approaches teacher on own	sometimes initiates chats with teacher	often approaches teacher with apparent ease

6. COMMUNICATES WITH AIDES/PARENT VOLUNTEERS OR OTHER STAFF MEMBERS:

never initiates contacts with adults other than teacher	sometimes approaches adults other than teacher	usually ready to chat with adults with apparent ease

7. WILLING TO TRY NEW ACTIVITIES:

usually unwilling to venture into new activities	sometimes shows interest and approaches new activities	regularly tries new activities with confid

8. ATTITUDES TOWARD SELF AFTER MAKING MISTAKES:

often is disturbed and visibly upset	sometimes upset by own mistakes	rarely upse by own mistakes

9. WELCOMING NEW CLASS MEMBER OR GUESTS:

usually is hostile or ignores new people	sometimes reacts in friendly manner to newcomers	frequently extends sel to be frien to new peop

10. EMPATHY FOR CLASSMATES:

usually insensitive to feelings of others	sometimes demonstrates concern for others	usually extends sel in empathy toward othe

11. INDEPENDENT IDEAS:

never expresses independent ideas (fear of ridicule)	sometimes expresses independent ideas (apparently does not internalize ridicule)	often expre independent ideas (without fe of ridicule)

12. AS SEEN BY PEERS:

frequently rejected by peers	generally accepted by peers	very well l by peers

13. EFFECT OF SUCCESS EXPERIENCE:

never results in greater effort	sometimes results in greater effort	always resul in greater effort

Approximate number of weeks observation opportunity _____ _____ / _____

Rater Role (teacher, aide,

AE:WLW:jf
Rev. 9/75

(INDEPENDENT STUDY)

LARGE	___	___	___	___	___	___	___	:SMALL
	1	2	3	4	5	6	7	
UNPLEASANT	___	___	___	___	___	___	___	:PLEASANT
	1	2	3	4	5	6	7	
FAST	___	___	___	___	___	___	___	:SLOW
	1	2	3	4	5	6	7	
DULL	___	___	___	___	___	___	___	:SHARP
	1	2	3	4	5	6	7	
THIN	___	___	___	___	___	___	___	:THICK
	1	2	3	4	5	6	7	
HAPPY	___	___	___	___	___	___	___	:SAD
	1	2	3	4	5	6	7	
WEAK	___	___	___	___	___	___	___	:STRONG
	1	2	3	4	5	6	7	
GOOD	___	___	___	___	___	___	___	:BAD
	1	2	3	4	5	6	7	
MOVING	___	___	___	___	___	___	___	:STILL
	1	2	3	4	5	6	7	
UNFAIR	___	___	___	___	___	___	___	:FAIR
	1	2	3	4	5	6	7	
PASSIVE	___	___	___	___	___	___	___	:ACTIVE
	1	2	3	4	5	6	7	
HEAVY	___	___	___	___	___	___	___	:LIGHT
	1	2	3	4	5	6	7	

This scale was also used to measure the following concepts: Learning, Governor's Honors Program, Governor's Honors Program Seminars, Academically Talented Student, Artistically Talented Student, Dormitory Living, Audio-Visual Materials, Teachers, and Testbooks.

Students filled out an idential set of scales.

PROJECT GIFTED–WARWICK

1972-1973

Parent Questionnaire

Directions: Please do not sign your name to this questionnaire. No attempt will be made to identify persons completing these forms. Please return the questionnaire in the enclosed envelope within the next two or three days.

You can help to make Project Gifted a better program by giving careful thought to each of the questions that follow. Because of the relatively small number of persons involved in the project, each person's opinions will weigh heavily in analyzing the results. We appreciate your cooperation and assistance in helping us to evaluate Project Gifted.

	Yes	No
1. Have you been provided with enough information about why your child was selected for Project Gifted?	____	____
2. Have you been provided with enough information about the objectives of Project Gifted?	____	____
3. Have you been provided with enough information about the activities and experiences that your child pursues in Project Gifted?	____	____
4. Have you been invited to visit the Project Gifted classroom?	____	____
5. Have you been offered sufficient opportunity to discuss your child's progress with the teacher?	____	____

6. Which of the following comments best expresses your child's general attitude about being in Project Gifted?

Enthusiastic ____
Positive ____
Indifferent ____
Negative ____

7. Has your child expressed pleasure or enjoyment about the work that he or she does in Project Gifted? (check one)

Often ____
Sometimes ____
Seldom ____
Never ____

8. Which of the following statements best expresses your child's attitude toward the degree of challenge of the work in Project Gifted?

Very challenging ____
Somewhat challenging ____
Not at all challenging ____
No answer ____

From: Renzulli, J. S. *An Evaluation of Project Gifted.* Storrs: The University of Connecticut, 1973.

		Yes	No
9.	Has your child encountered any problems with his friends as a result of being involved in Project Gifted? If yes, please describe.	____	____
10.	Do you think that the name "Project Gifted" calls unnecessary attention to the children participating in the program?	____	____
11.	Have your or your child encountered any problems as a result of being transported to another school? If yes, please describe.	____	____
12.	Has your child expressed a concern about missing work in the regular class or making-up assignments because he is out of the room to attend Project Gifted?	____	____
13.	Has your child's regular classroom teacher(s) expressed any displeasure because your child has missed work because he or she is attenting Project Gifted? If yes, please describe.	____	____
14.	If your child is invited to participate in Project Gifted next year, will you encourage him to do so? If no, tell why.	____	____
15.	Can you identify any changes in your child's behavior or attitude toward school or education which seem to result from his or her participation in Project Gifted? If yes, please describe.	____	____
16.	Do you have any specific suggestions for changes in the operation of Project Gifted or the way it affects children or their parents?	____	____

Number of years your child has been in Project Gifted _____.

PLEASE RETURN TO PUPIL PERSONNEL
SERVICES BY *FRIDAY, APRIL 19*

OCEAN VIEW SCHOOL DISTRICT
MENTALLY GIFTED MINOR (MGM) PROGRAM

Check One (1)

NEIGHBORHOOD SCHOOL ___ ROBINWOOD ___ RANCHO VIEW ___

	Agree 1	2	Neutral 3	4	Disagree 5
1. I am (we are) satisfied with the overall MGM program now being offered my youngster.					
2. The school adequately keeps us informed regarding MGM activities my youngster(s) is/are involved.					

3. What form of communication would be most effective? *Check One (1)*

___ (a) A Newsletter
___ (b) Regularly scheduled parent-teacher conference
___ (c) Individual, situational parent teacher letter(s)
___ (d) Situational telephone conferences
___ (e) Scheduled, quarterly MGM parent meetings (evenings)

4. In a questionnaire sent to MGM parents last year, the following goal statements were selected in the following descending order by parents of MGM students. Would you please rank order the five (5) most important goal statements according to your perceptions.

Please select the top *five (5)* goal statements as you see them relating to MGM students. Use 1 for your top priority, 2 for your second choice, etc.

		GOALS
___	a. Learning Skills:	To develop a positive attitude toward learning and a process for systematic problem solving.
___	b. Self image:	To build a positive, realistic self-image in order to accept the rewards of success and the consequences of failure.
___	c. Self realization:	To recognize one's self worth and develop an awareness of one's potential contribution to society.
___	d. Reading:	To develop the skills of reading to the best of one's ability in order to enjoy the benefits of reading.

From: Ocean View School District, Huntington Beach, California.

		GOALS
____ e.	Ecology:	To respect, conserve, and enjoy nature's contributions to our ways of life.
____ f.	Citizenship:	To be a responsible, participating member of society.
____ g.	Physical Health:	To develop and maintain a healthy body.
____ h.	Communication Skills:	To listen carefully and express oneself effectively through written and oral language.
____ i.	Moral and Spiritual Values:	To develop a sense of honesty and fairness wih respect toward other people.
____ j.	Mathematics Skills:	To develop competency in math skills to the best of one's ability and apply them to everyday life.
____ k.	Social Values:	To adjust easily to social relationships and be tolerant of the opinons and actions of others.
____ l.	Vocational Competency:	To value the personal and material rewards gained from a well chosen vocation.
____ m.	Science Skills:	To appreciate the value of scientific discoveries and apply scientific skills to everyday life.
____ n.	Fine Arts:	To express, develop, and appreciate artistic talent (painting, music, dance, sculpture, etc.)
____ o.	Social Studies:	To understand the consequences of history on the past and present peoples of the world.
____ p.	Use of Leisure Time:	To develop the skills necessary to enjoy a balance between relaxation and productive leisure time activities.

5. In a questionnaire sent home to MGM parents last year, the following represent the ten (10) most frequently cited MGM highlights that MGM youngsters shared unsolicited with their parents. Would you choose the apparent favorite MGM activity your child shared with you this year?

____ a.	A particular field trip	____ f.	A study of countries
____ b.	A science activity	____ g.	An arts and crafts project
____ c.	An oceanography activity	____ h.	His/her reading program
____ d.	An outside speaker	____ i.	A creative writing project
____ e.	A play	____ j.	Photography/film making

____ k. (other) _____

For those of you who are inclined, please add any constructive comments that will assist the district to meet your expectations regarding MGM and your child(ren).

PARENT EVALUATION OF PUPIL

Dear Parents:

We need to impose upon you for a final time to get your reaction to your child's experiences as a participant in the State Study. It is highly important to us to have your evaluation of the program's effectivenes..

We shall appreciate it very much if you will fill out the attached page and return it as soon as possible to

_____

_____

_____

Thank you very much.

PARENT EVALUATION OF PUPIL

Pupil's Name _____

Will you please think of your child at the present time in comparison to last year. As a result of his participation in the State Study, please rate him on the following items. Place the letters a, b, c, d, and e on the line following each item according to the scale below. You may have difficulty in responding to some of the items. Please make the best estimate that you can.

(a) Much less (b) Less (c) About the same (d) More (e) Much more

1. Ability to think things through for himself . . . . . ____
2. Knowledge of subject matter areas (science, social studies, and others he has taken) . . . . . ____
3. Interest in school . . . . . ____
4. Ability to see relationships . . . . . ____
5. Ability to find information . . . . . ____
6. Ability to work well by himself . . . . . ____
7. The liking and respect of other pupils for him . . . . . ____
8. Ability to judge the usefulness of facts . . . . . ____
9. Ability to get along well with his teacher(s) . . . . . ____
10. Enjoyment of learning . . . . . ____
11. Knowledge of arithmetic, spelling, and other basic skills . . . . ____
12. Curiosity about learning new things . . . . . ____
13. Ability to accept responsibility . . . . . ____
14. Opportunity to make things, experiment, and use ideas . . . . ____
15. Knowledge of his strengths and weaknesses . . . . . ____
16. Willingness to do work as a leader . . . . . ____

From: Simpson, R. E., & Martinson, R. A. *Educational Program for Gifted Pupils.* Sacramento, California: California State Department of Education, 1961.

Please answer the questions that follow

17. Has participation in the study helped him or her? (Yes or no) _____
Please explain.

_____

_____

18. Has participation created problems for him or her? (Yes or no) _____
Please explain.

_____

_____

19. Would you like to have the program continued? (Yes or no) _____
Please explain.

_____

_____

20. What changes, if any, would you suggest?

_____

_____

_____

_____

Name _____

Address _____

Telephone _____

CORONADO UNIFIED SCHOOL DISTRICT
STATE PROGRAM FOR MENTALLY GIFTED MINORS

PARENT EVALUATION OF PUPIL (Elementary)

Pupil's Name	Parent's Name	Date

Grade _____

Please rate your child according to the following scale below, checking the letter a, b, c, d, e on the line following each item.

(a) Always
(b) Usually
(c) About half the time
(d) Seldom
(e) Never

	a	b	c	d	e
1. Solves problems independently					
2. Demonstrates knowledge in science, social studies and literature					
3. Is interested in school					
4. Uses books and research materials to get information					
5. Studies independently and plans study time					
6. Gets along with others					
7. Demonstrates critical thinking ability					
8. Is motivated to learn					
9. Is curious					
10. Accepts responsibility					
11. Thinks creatively					
12. Understands self					
13. Accepts leadership roles					

A similar evaluation will be made at the end of the year.

From: Coronado Unified School District, Coronado, California.

Project ASPIRES
PRE-PROGRAM REACTION FORM

NOTE:
Same instrument is administered as a **POST-PROGRAM REACTION FORM** so that changes in intended growth can be compared.

Please do **NOT** sign your name.

Part I. Could you explain the following terms of concepts if you were called upon to do so?

Can you explain or demonstrate:	Not at all	I could make a guess	I could explain or demonstrate fairly well	I could explain or demonstrate very accurately
1. how to determine the properties of air	_____	_____	_____	_____
2. how air "behaves"	_____	_____	_____	_____
3. how to read an anemometer	_____	_____	_____	_____
4. how to make a rain gauge	_____	_____	_____	_____
5. how to decode a weather map	_____	_____	_____	_____
6. how to predict the location and phases of the moon	_____	_____	_____	_____
7. the descriptive names and features of the sun's surface	_____	_____	_____	_____
8. the descriptive names and features of the moon's surface	_____	_____	_____	_____
9. how to locate man-made satellites in the evening sky	_____	_____	_____	_____
10. how to gather light from solar system objects with a telescope	_____	_____	_____	_____
11. how to identify the five properties of minerals	_____	_____	_____	_____
12. how to classify rocks into their three main groups	_____	_____	_____	_____
13. how rocks are formed	_____	_____	_____	_____
14. the process of mountain building	_____	_____	_____	_____
15. the major agents of change of the earth's surface	_____	_____	_____	_____
16. the use of a microscope	_____	_____	_____	_____
17. how to identify various kinds of plants	_____	_____	_____	_____
18. how to sketch lichens	_____	_____	_____	_____
19. the interdependence of living things	_____	_____	_____	_____
20. how to sketch the growth of seeds	_____	_____	_____	_____

From: Renzulli, J. S., & Hoffman, F. B. *An Evaluation of Project ASPIRES.* Hartford, Connecticut: The Hartford Public Schools, 1974.

Can you explain or demonstrate:	Not at all	I could make a guess	I could explain or demonstrate fairly well	I could expl or demonstr very accurat
21. how electricity can be produced by chemical and magnetic means	_____	_____	_____	_____
22. how to identify electrical components by their symbols	_____	_____	_____	_____
23. how to make an electrical circuit	_____	_____	_____	_____
24. how to distinguish between good and poor conductors	_____	_____	_____	_____
25. how radio waves carry information over long distances	_____	_____	_____	_____

Part II

1. Check the following statements that best describe your *interest* in the subject of science:

   _____ a. It is my favorite subject

   _____ b. It ranks high among the subjects that I like to teach

   _____ c. I neither like or dislike to teach science

   _____ d. It ranks low among the subjects that I like to teach

   _____ e. It is my least favorite subject

2. Check the following statement that best describes your feeling of *competency* in the teaching of science:

   _____ a. I feel extremely competent in this area

   _____ b. I feel somewhat competent in this area

   _____ c. I feel mildly competent in this area

   _____ d. I do not feel at all competent in this area

3. How often do you ordinarily teach lessons in science?

   _____ a. Every day

   _____ b. Three or four times per week

   _____ c. Once or twice per week

   _____ d. Not at all

	Yes	No
4. Do you have a clear understanding of the objectives of Project ASPIRES?	_____	_____
5. Were you sufficiently informed about the purpose of the program prior to attending the first session?	_____	_____
6. Do you think that your students' *performance* in reading can be improved through the study of science?	_____	_____
7. Do you think that your students' *interest* in reading can be improved through the study of science?	_____	_____
8. What are your major expectations from participating in this program?	_____	_____

Please use the back of this page if you need more space.

GOVERNOR'S HONORS PROGRAM PARTICIPANT FOLLOW-UP QUESTIONNAIRE

The Governor's Honors Program is a relatively high-cost project serving a limited proportion of the high school students in the state of Georgia. For this reason the Governor, State Superintendent of Schools, GHP personnel, and members of the State Department of Education are concerned that the program be maximally effective. Since you are a former participant in the program, your opinion about the program would be most valuable in our current evaluation of the program and, in turn, to state officials in making decisions concerning the program. Your cooperation in filling out the questionnaire, making helpful suggestions, and returning it in the enclosed envelope will be greatly appreciated.

Sex: ____ M ____ F Age: ____

1. What year did you attend the Governor's Honors Program? 19____
2. Check your area of nomination

1. Art ____	5. Mathematics ____
2. Drama ____	6. Music ____
3. English ____	7. Science ____
4. Foreign Language ____	8. Social Science ____

3. Check the statement(s) which is (are) applicable to you

____ 01. I am still attending high school.

____ 02. I have been graduated from high school, but have not attended and do not plan to attend college.

____ 03. I attended college but did not obtain a bachelor's degree.

____ 04. I am currently attending college working toward a professional (bachelor's) degree.

____ 05. I am currently attending a non academic school or college working toward a technical profession.

____ 06. I currently hold a bachelor's degree.

____ 07. I currently hold a degree from a technical institution. Type of degree _____

____ 08. I am currently pursuing a graduate degree. Type of degree _____

____ 09. I currently hold a graduate degree. Type of degree _____

____ 10. I am currently employed (full time). Type of work _____

Following is a list of factors which are important in effective operation of the Governor's Program. You are asked to rate the program on each of the factors by checking one of the spaces at the right of each statement. Use what you would consider as the ideal program as a standard of excellence in making your ratings.

From: Payne, D. A. *Evaluation of the State of Georgia's Governor's Honors Program.* Athens: University of Georgia, 1972.

If the program was EXTREMELY POOR with respect to the factor, check space 1.

If the program was BELOW AVERAGE with respect to the factor, check space 2.

If the program was ACCEPTABLE with respect to the factor, check space 3.

If the program was ABOVE AVERAGE with respect to the factor, check space 4.

If the program was EXCELLENT with respect to the factor, check space 5.

Following each rating is space you might use to suggest changes related to the factor which you think would improve the program, or allow you to describe influences.

	Extremely Poor	Below Average	Acceptable	Above Average	Excellent
4. The degree to which the program was beneficial in your subsequent academic course selection	1__	2__	3__	4__	5__
Describe Nature of GHP Influence:					
5. The degree to which the program influenced your decision to attend college	1__	2__	3__	4__	5__
Describe Nature of GHP Influence:					
6. The degree to which the program was beneficial in helping you choose a college major (Omit, if you did not attend college)	1__	2__	3__	4__	5__
Describe Nature of GHP Influence:					
7. The degree to which the program was beneficial in helping you choose a vocation	1__	2__	3__	4__	5__
Describe Nature of GHP Influence:					

	Extremely Poor	Below Average	Acceptable	Above Average	Excellent
8. Suitability of the method or methods by which participants were selected	1	2	3	4	5
Suggested Changes (e.g., what criteria should be employed.):					
9. Suitability of the instructional methods for GHP students	1	2	3	4	5
Suggested Changes:					
10. Appropriateness of the administration of the program	1	2	3	4	5
Suggested Changes:					
11. Influence which the program had on your ability to make contributions to or initiate changes in your local school program	1	2	3	4	5
Suggested changes in the program which would have enabled you to more effectively initiate changes in or make contributions to your local school program:					
12. Contributions the program made toward a positive change in your attitude toward learning	1	2	3	4	5
Nature of GHP Influence:					
13. Helpfulness of the counseling program	1	2	3	4	5
Suggested Changes:					

	Extremely Poor	Below Average	Acceptable	Above Average	Excellent
14. Effectiveness of the physical education program in teaching you games or other recreational activities which you did not have the opportunity to learn in your high school Suggested Changes:	1	2	3	4	5
15. Usefulness of the seminars Suggested Changes:	1	2	3	4	5
16. Usefulness of special events (speakers, concerts, etc.) Suggested Changes:	1	2	3	4	5
17. Opportunity for interaction with other students Suggested Changes:	1	2	3	4	5
18. Opportunity for interaction with teachers Suggested Changes:	1	2	3	4	5
19. Your overall rating of the program in terms of fulfilling your immediate needs at the time you participated Suggested Changes:	1	2	3	4	5

	Extremely Poor	Below Average	Acceptable	Above Average	Excellent
20. Overall rating of the program in terms of fulfilling your ultimate goals	1__	2__	3__	4__	5__
Suggested Changes:					
21. Degree to which the program objectives were in agreement with your personal objectives	1__	2__	3__	4__	5__
Suggested Changes:					
22. Extent to which you mastered the objectives of the program	1__	2__	3__	4__	5__
Suggested Changes:					
23. Extent to which the program contributed to your mastery of the program objectives	1__	2__	3__	4__	5__
Suggested Changes:					

24. What two things were most beneficial about the program?

25. What two things were least beneficial or in the greatest need of change with regard to the program?

26. What Honors, Awards, Scholarships, Fellowship Grants, or Special Recognitions have you received since you were a GHP participant?